



# Course Specification

— (Bachelor)

**Course Title:** Discourse Analysis

**Course Code:** ENGL 414

**Program:** Bachelor of Arts

**Department:** English

**College:** Education

**Institution:** Majmaah University

**Version:** 2023 TP- 153

**Last Revision Date:**15-6- 2023



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## A. General information about the course:

### 1. Course Identification

1. Credit hours: ( 3 )

#### 2. Course type

A.  University     College     Department     Track     Others

B.  Required     Elective

3. Level/year at which this course is offered: ( ..... )

#### 4. Course general Description:

Discourse Analysis (DA) is an interdisciplinary branch of linguistics which investigates any stretches/forms of language beyond the sentence level (in both spoken and written communication). DA also views language as 'social practice'.

This course aims to introduce students to the main theories, ideas, notions, terms and practices in Discourse Analysis. Being interdisciplinary in both content and methodology , topics of Discourse Analysis vary considerably : Discourse , Text , Communication Constraints (both system and ritual constraints), Power and Solidarity , Identity, Gender, Discourse and Culture, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis(CDA), Contextual features and text analysis, Schemata , Stylistics, Discourse and Pragmatics(Implicatures), co-textual relations, Intertextuality, etc. Critical thinking, open-mindedness, project and research techniques are among the most expected learning outcomes of the course. In addition, students are expected to think deeply about language and textual phenomenon and use that knowledge creatively to help them analyze texts (both fictional and expository) and various other communication events/encounters such as: formal/informal chat, online chat & SMS, sports commentary, doctor-patient conversation, TV debates, etc.

Discourse lends itself easily to a multi-teaching strategy that combines lecturing, group discussions and seminars, field work/research projects, corpus-based tasks, etc.

Instructors are encouraged to adopt a multi-faceted method of assessment that combines test(s), quizzes, written/spoken assignments, response papers, project work, etc.

#### 5. Pre-requirements for this course (if any):

- Introduction to Linguistics ENGL 215
- Sociolinguistics ENGL 325

#### 6. Co-requisites for this course (if any):

None

#### 7. Course Main Objective(s):

**By the end of the course, students are expected to:**

1. Grasp the key ideas, concepts, issues, theories and approaches of Discourse Analysis and Discourse Studies.



2. Show understanding of the complexity and multi-layeredness of Discourse (the influence inherent role of power, ideology, culture, bias, etc., in shaping spoken and written discourse).
3. Gain a deep insight into the relationships between Discourse and Gender, Discourse and Identity, Discourse and Communication, Discourse and Pragmatics, etc. (be able to outline and discuss the tenets of these relationships)
4. Discuss the strong, dynamic and dialectical relationship between language and society (i.e. language it as social practice).
5. Reflect on the role of Schema (Background Knowledge Structures) in understanding and interacting with Language/Discourse.
6. Discuss the dynamics of Intertextuality in shaping and reshaping text and discourse.
7. Explain and discuss Hall's theory of the differences between High-context and Low-context Cultures.
8. Distinguish between Sentence, Text and Discourse (and between Speech Community and Discourse Community).
- 9- Conduct a term project on an assigned or self-selected topic in Discourse Analysis.

## 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	77.2%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	15	22.8
4	Distance learning		

## 3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify) hybrid	15
<b>Total</b>		





## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Identifying the main theories, ideas, concepts, terms, etc., relevant to Discourse Analysis and Discourse Studies (Outline the aspects of Gender, Discourse and Culture, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis (CDA), Contextual features and text analysis, Schemata and Stylistics.)	K1	Lecturing & Discussion	Exams, Quizzes, and discussion
...				
<b>2.0</b>	<b>Skills</b>			
2.1	- Cognition: Analyze key issues of language and gender, discourse and identity, discourse and communication.	S2	Lecturing, Discussion, Student data projector presentation.	Exams, Quizzes, projects, class presentations (A task /quiz involving getting students to write/talk about Language and gender (e.g. if it is essential or socially-constructed).
2.2	- Communication Present and compare intertextuality and analyze texts to find out cases of intertextuality, different types of context cultures; with some more modern models: Jacobson's and Dell Hymes' models; Speech Community, Discourse Community, and Community of Practice.  Comparing and contrasting other issues in Discourse Analysis.	S1	Mixed methods, lecturing, class discussion, individual and class tasks. (Getting them to research and write on background knowledge structures, etc.)	Projects and response paper; class discussion; Observation;  A task involving getting students to research compare and contrast different models of communication)
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Show team work skills from their work on project, academic commitment,	V1&2	Task-based teaching	Assignments and projects;





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	ethical principles and group discussions/presentations.			(Checking if tasks are completed successfully and in time)
3.2				
...				

### C. Course Content

No	List of Topics	Contact Hours
1.	Course Orientation	3
2.	Key Concepts in Discourse Analysis (definitions, concepts, scope, methodology, etc.). In particular: power, ideology, bias, the unsaid, construction, etc.). Critical Discourse Analysis	3
3	Discourse and Identity (traditional vs. modern concepts of identities).	3
4	Discourse and Gender(the three approaches: Deficit, Dominance and Difference)	3
5	Discourse and Culture: High-context vs. Low-context Cultures, Speech Community, Discourse Community and Community of Practice.	6
6	Discourse and Communication (Models of Communication: Aristotle, Jakobson and Dell Hymes).	6
7	Discourse and Pragmatics (Speech Acts vs. Discourse Acts) Implicatures	3
8	Intertextuality and Discourse Discourse and Stylistics	3
9	Schema Theory and Background knowledge (Accretion ‘Tuning and Restructuring)	3
10	Practical Discourse Analysis (e.g., News Discourse ‘Sports Commentary ‘ Classroom Discourse ‘Body Language ‘Cookery Discourse ‘Advertising ‘etc(.	3
11	Project Presentation and Discussion (students divided into groups and required to conduct a term project on Discourse Analysis; including a presentation and report)	6
12	An Overall Review/Revision + Final Exam.	3
<b>Total</b>		<b>45</b>





## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm(s)	6 & 12	30%
2.	Assignments and participation	All the way through	10%
3.	Projects/ papers/ presentations/ reflections	All the way through	20%
4	Final Exam	Final Week of the term	40%

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

## E. Learning Resources and Facilities

### 1. References and Learning Resources

<b>Essential References</b>	Johnstone, Barbara. (2018). Discourse Analysis (3 <sup>rd</sup> edition). London: Wiley Blackwell. Widdowson, H.G. (2004). Discourse Analysis. Oxford: Oxford University Press. Paltridge, Brian. (2012). Discourse Analysis (2 <sup>nd</sup> edition). London: Bloomsbury.
<b>Supportive References</b>	Gee, James Paul. (2014). An Introduction to Discourse Analysis: Theory and Method (4 <sup>th</sup> edition). London: Routledge. Fairclough, Norman. (2011/2013). Language and Power (2 <sup>nd</sup> edition). London: Routledge
<b>Electronic Materials</b>	<a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.endnotes.com">www.endnotes.com</a> Web-based materials collated from various sources.
<b>Other Learning Materials</b>	Van Dijk's Journals of Discourse Studies. Any other recognized journals or websites in Discourse Analysis/Critical Discourse Analysis/Discourse Studies.

### 3. Required Facilities and equipment

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Enough space is available at college for accommodating the students: <ul style="list-style-type: none"> <li>Lecture rooms can accommodate up to 50 students.</li> <li>Laboratories accommodate up to 32 students.</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>Smart Boards, digital podiums and Internet facilities are available in the classrooms.</li> <li>Well -equipped language labs are available at the college for students during practical lectures.</li> </ul>





Item	Resources
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• <b>Current resources are sufficient.</b></li> </ul>

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Instructors and coordinators	#A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.
Effectiveness of Students assessment	Instructors and coordinators	# A "Program evaluation" questionnaire done by the students at the end of each term. #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.
Quality of learning resources		
The extent to which CLOs have been achieved	Instructors and coordinators	# Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department.
Other		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Department Board/Council; Academic Board and Committee for Course/Curricula Development
<b>REFERENCE NO.</b>	
<b>DATE</b>	<b>3/10/2023</b>

